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ABSTRACT

The self-contained packet contains background information, lesson plans, 15 transparency and student handout masters, drills and games, 2 objective examinations, and references for teaching a 15-day unit on casting and angling to junior high and senior high school students, either as part of a regular physical education program or as a club activity. An introductory section briefly discusses the recreational value of fishing, addresses the ethical concerns and responsibilities of fishermen, establishes unit goals and objectives, lists equipment types and sizes, and suggests additional print and film sources. The 50-minute lesson plans cover definitions for casting and angling; familiarization with rod and three types of reels; casting technique; knot tying; angling techniques; how to play and land a fish; use of fishing accessories; artificial lures; and cleaning, filleting, and skinning a fish. Each lesson plan outlines skills to be taught, teaching methods, activities, and references. The packet also contains diagrams and procedures for four casting drills and eight casting games (Plug Bombardment, Catfish, Crossing the Creek, Fish, Challenge, Obstacle Course, Jaws, and Plugolf), teaching hints, and additional unit possibilities for fly fishing, surf fishing, and lure and rod craft. (NEC)

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**Casting and Angling
Contents**

General Information
15-Day Unit Plan
Topical Planning Guide
Teaching Hints

Casting Drills
Casting Games
Examinations (2)
Transparency and
Handout Masters (15)

CASTING AND ANGLING

A PROJECT OF SAFARI CLUB INTERNATIONAL CONSERVATION FUND

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GENERAL INFORMATION

Fishing is one of man's oldest activities. It began as a search for food and has become one of the major sports in the United States, being enjoyed by men, women, and children of all ages.

The term angling means to fish with a hook and line and, obviously, covers a variety of styles: from the child with a hook on a string to the sportsman with rod and reel.

Casting, the technique of using a rod and reel, and angling can be a part of the regular physical education program or it may be organized as a club activity. One of the objectives of education is to teach students the wise use of leisure time, and angling is a sport that can meet individual needs for a lifetime of healthful physical and mental activity.

In addition to its recreational value, angling brings people into contact with important conservation and environmental problems. A basic understanding of these problems may lead to the development of attitudes and ideas necessary for their solution, as well as the development of a fishing ethic; that is, the code of conduct that distinguishes the sport fisherman from the "outdoor slob." A high standard of ethic is reflected in a safe, courteous, and respectful relationship between the fisherman and his companions, other individuals encountered while fishing, as well as the fish that is being pursued. Major consideration should be given to the following common courtesies:

1. Do not "move in" on successful fishermen and disturb their fishing.
2. Do not let members of your party disrupt the quiet by loud talking and laughter.
3. Do not run your boat close to another boat that is obviously trolling or anchored, or cross into the fishing area of others.
4. Beware of the wake your boat makes when passing small craft, anchored boats, or bank fishermen.
5. Always keep a litter bag with you and take your trash home when you leave. Discarded cans clutter stream and lake bottoms, spoiling the beauty of these waters. Harmless looking flip-top tabs thrown in the water can be fish killers.
6. It is acceptable to put fish entrails back into a body of water. Turtles, birds, and other animals will consume them. If left on the bank, however, the remains rot and make the area offensive to others.

7. Obey the spirit of the law as well as the letter of the law. Keep only the fish you will eat and heed size limits set by local regulations and law.

CONTENTS OF THE PACKET

The material that follows is an attempt to provide some teaching aids to assist in organizing a beginning casting and angling class. The information includes a 15-DAY UNIT PLAN and a TOPICAL PLANNING GUIDE. The topics that appear in ALL CAPS on the 15-DAY UNIT PLAN are presented in an expanded form in the TOPICAL PLANNING GUIDE and are listed in the order suggested by the unit plan. The 15-DAY UNIT PLAN is not meant to be "the last word" in class organization and content but is presented as a suggestion. Instructors should feel free to use their experience and creativity in designing a course to fit their particular situation.

Most of the CASTING DRILLS and CASTING GAMES that are presented involve dry land casting at targets. In some cases, the target distances have been suggested, but only in the American Casting Association Tournament are the distances specific. The instructor should consider the student's age, ability, available space, and amount of line on the reels when setting the target distances. Several skill tests are included within the drills and games section. A sample SKILL TEST SCORE SHEET is included for the instructor's use.

When planning a beginning casting and angling unit, instructors must consider their locale with regard to predominance and availability of fresh water vs. salt water and stream vs. lake and pond fishing sites. The TEACHING HINTS section includes suggestions of a general nature as well as information specific to the teaching locale.

Two OBJECTIVE EXAMINATIONS are included in this packet. One of the sample exams covers basic equipment and casting technique and may be used early in the unit. The other examination covers the entire course.

When selecting equipment to be used for the casting and angling unit, it is suggested that a sporting goods dealer be consulted. An equipment list has been included; but the quantity of rods, reels, plugs, lures, etc., would be determined by class size and budget. It is advisable, however, to have a minimum of one rod and reel for every two students in class.

UNIT OBJECTIVES

This Casting and Angling Unit is designed to aid the instructor in meeting the following objectives.

The student should be able to:

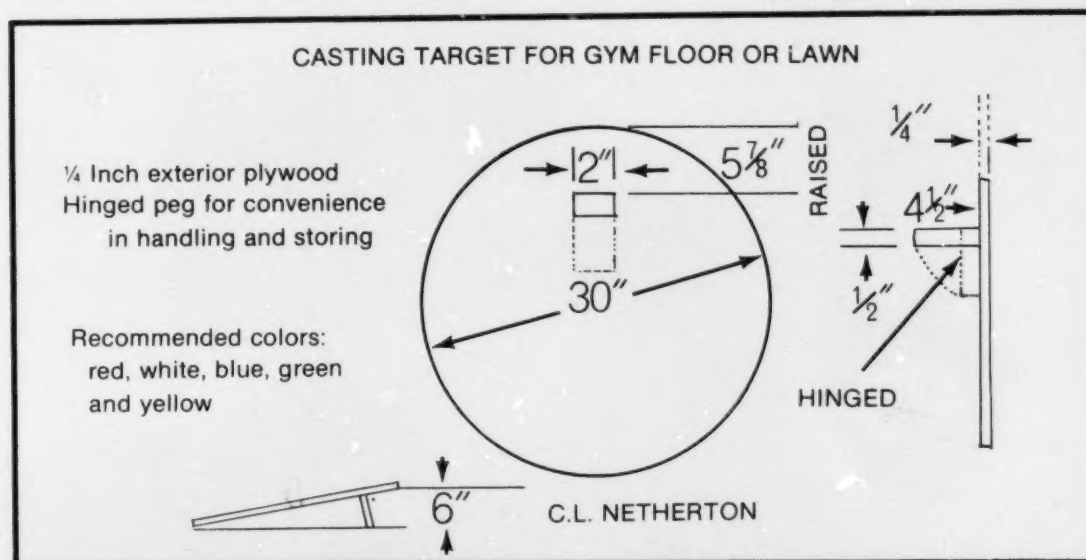
1. Differentiate between the terms casting and angling
2. Identify the major parts of a rod
3. Identify the types of reels used
4. Identify the major parts of each type of reel used
5. Demonstrate the proper grip on the rod when casting
6. Demonstrate the proper stance when casting
7. Acquire the proper arm and wrist action when casting
8. Gain skill in controlling errors.
9. Participate enthusiastically in the various casting games
10. At a distance of 30 feet, hit a target once for every five casts
11. Score well on written examinations, giving evidence of the acquisition of knowledge on casting and angling
12. Tie the improved clinch knot, blood knot and nail knot properly
13. Identify the major parts of a fish
14. Understand the technique of playing and landing a fish
15. Understand the principles and techniques of locating fish in a stream or lake
16. Become acquainted with the many accessories available to the sport fisherman
17. Recognize the various types of artificial lures and understand the uses of each type
18. Understand the technique of cleaning and filleting a fish
19. Identify and hook live bait
20. Show an understanding of angling safety and angling ethics

EQUIPMENT

ITEM	SIZES	TYPES
<u>SPIN-CASTING</u>		
Reel	Standard model	Closed-face reel mounts on top of rod
Rod	5 1/2 - 6 foot	One- or two-piece
Line	As furnished with reel or 6-10 pound test	Monofilament line
Plug	1/4 - 3/8 ounce practice	Rubber practice
<u>BAIT-CASTING</u>		
Reel	Standard model	Free spool, level-wind reel
Rod	5 - 6 foot	One- or two-piece
Line	10-14 pound test	Braided or monofilament practice
Plug	3/8 - 5/8 ounce practice	Rubber practice
<u>SPINNING</u>		
Reel	Standard model	Open-face reel, bail
Rod	5 1/2 - 6 1/2 foot	One- or two-piece
Line	As furnished with reel or 6-8 pound test	Monofilament line
Plug	1/4 - 3/8 ounce practice	Rubber practice
<u>FLY-CASTING</u>		
Reel	Standard model	(See references)
Rod	8 foot	(See references)
Line	(As marked on rod)	(See references)
Fly	(None required for practice)	(See references)

Miscellaneous Equipment:

1. Weights
2. Line clippers
3. Extra spools of monofilament line
4. Swivels with snap large enough to accommodate a practice plug
5. Standard size hooks to be used with plastic worms
6. Treble hooks to be used for the "JAWS" game
7. Replacement parts for rods such as tips and guides
8. Replacement parts for reels such as bail springs, nuts, and screws
9. Machine oil
10. Artificial lures to be used for lure action in swimming pool
 - a. Plugs
 - b. Spoons
 - c. Soft plastic
 - d. Spinners
 - e. Jigs
 - f. Flies
11. Assortment of tools necessary for equipment repair such as needlenose pliers, screwdriver and reel wrenches
12. Tackle box with an assortment of lures for demonstration purposes
13. Stringers
14. Casting targets such as garbage can lids, hula hoops, plastic sheets, plywood circles (See diagram.)



RESOURCES

Books

1. Bates, Joseph D. Elementary Fishing. New York: Popular Library, 1967.
2. Dunaway, Vic. Complete Book of Baits, Rigs and Tackle. Coral Gables, Fla.: Wickstrom Publishers, Inc.
3. Fichter, George S., and Francis, Phil. Fishing. New York: Golden Press, 1974.
4. Kreh, Lefty, and Sosin, Mark. Practical Fishing Knots. New York: Crown Publishers, Inc.
5. Mann, Tom. Tom Mann's Methods for Catching Bass. Montgomery, Ala.: Bass Anglers Sportsman Society of America, 1972.
6. McClane, A.J., ed. McClane's Standard Fishing Encyclopedia. New York: Holt, Rinehart and Winston, Inc., 1965.
7. Sosin, Mark, and Clark, John. Through the Fish's Eye--An Angler's Guide to Gamefish Behaviour. New York: Outdoor Life/Harper & Row, 1973.

Pamphlets

1. AFTMA Sport Fishing Educational Foundation
2625 Clearbrook Drive
Arlington Heights, IL 60005

All About Fishing Accessories
All About Fishing Lines
All About Fishing Lures
All About Fishing Reels
All About Fishing Rods
How to Catch Fish in Fresh Water
How to Catch Fish in Salt Water

2. DuPont Company
PP&R Department
STREN Fishing Line
Wilmington, DE 19898

Fishing Knots You Can Depend On

3. Gudebrod Brothers Silk Company, Inc.
Fishing Tackle Division
12 South 12th Street
Philadelphia, PA 19107

How to Wrap a Rod with Gudebrod

4. International Spin Fishing Association
P. O. Box 81
Downey, CA 90241
5. International Women's Fishing Association
P. O. Box 2025
Palm Beach, FL 33480
6. Sport Fishing Institute
608 Thirteenth Street, N.W.
Washington, DC 20005

Posters (free)

Zebco Division Brunswick Corporation
P. O. Box 270
Tulsa, Oklahoma 74101

1. Basic Spin-Casting Wall Chart
2. Basic Spinning Wall Chart
3. Basic Bait-Casting Wall Chart
4. Basic Fly-Casting Wall Chart

Miscellaneous

Area newspapers
TV and sportsman shows
Radio sportsman shows
Local fishing clubs
Local community education courses
Local continuing education courses
State parks and wildlife department

Films

1. Films from state game and fish departments
2. Films from state parks and wildlife departments

3. *Fishing USA! (Film list from AFTMA Sport Fishing Educational Foundation)
4. *Zebco Educational Film Service (Film list from Zebco Division Brunswick Corp.)

*Complete lists are included in this teaching unit.

ZEBCO EDUCATIONAL FILM SERVICE

16 mm films
Sound
Color
10-35 minutes
Free loan, as available

1. Lake Trout 'n' Light Tackle. 10 minutes.

It features fishing in beautiful Canadian waters for the fighting lake trout, using the lightest Zebco spinning reels and rods with only 6 to 10 pound test lines.

2. Let's Go Fishing. 15 minutes.

Zebco tackle is used to land freshwater bass as well as many saltwater species, including trophy-sized king mackerel and the darting blue runner. The film also includes helpful hints on improving casting accuracy and distance.

3. Rainbow in the Mirror. 35 minutes.

Features fishing for rainbow trout in the Chilean back country. The first 15-minute segment of the movie is an excellent travelogue showing plenty of local color and fishing thrills. The film was made in cooperation with the Chilean government.

4. Waters of the Whiteshell. 30 minutes.

Featuring vacationing in the lovely Whiteshell region of Canada. Has something of interest for the entire family, and includes boating, water skiing, hunting, golfing, swimming, and fishing. Zebco tackle is used in landing king-sized northern muskie and lake trout.

5. Coho. 27 minutes.

Features Dr. Howard Tanner, "the father of coho fishing in the mid-west," landing his first coho in Lake Michigan. Zebco tackle is used to boat hefty, silver salmon to 16 pounds, and the techniques used to take the big ones are described and shown. Several underwater sequences are spectacular.

6. All American Bass. 35 minutes.

Features Roland Martin and Chuck Roberts taking on the wiley large-mouth bass at Lake Stockton, Missouri. Great underwater sequences.

7. Uncle Homer, Big John and Mister Bass. 25 minutes.

Homer Circle, angling editor for Sports Afield and professional bass fisherman John Powell illustrate favorite casting and bass fishing techniques using Zebco tackle under all conditions and in all types of water. Instructional as well as entertaining.

8. Tight Lines North. 32 minutes.

Noted sportsman and television personality Red Fisher takes to the waters of northern Manitoba, Canada. Using light line and Zebco tackle, Red boats many large northern pike from Island Lake and takes on the scrappy brook trout of God's River.

When ordering, please indicate first, second, third choice of film titles and allow three weeks for delivery.

Address your request to:

Zebco Films
Modern Talking Picture Service, Inc.
1145 N. McCadden Place
Los Angeles, California 90038

EXAM ANSWERS

EXAM I:

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. R | 11. J | 16. B |
| 2. A | 7. I | 12. O | 17. D |
| 3. E | 8. B | 13. H | 18. C |
| 4. F | 9. G | 14. K | 19. A |
| 5. K | 10. D | 15. R | 20. D |

EXAM II:

- | | | | |
|------|-------|-------|-------|
| 1. T | 6. F | 11. B | 16. A |
| 2. F | 7. T | 12. B | 17. B |
| 3. T | 8. T | 13. A | 18. C |
| 4. T | 9. F | 14. B | 19. B |
| 5. F | 10. F | 15. B | 20. C |

15-DAY UNIT PLAN

(50-MIN. PERIODS)

Note: Topics in ALL CAPS are expanded upon either in specific SECTIONS or in the TOPICAL PLANNING GUIDE.

Introduction 1 Course content and grading procedure. Define casting and angling. FAMILIARIZATION WITH ROD AND REEL CASTING DRILL: Line Release and Control	Review: 2 Rod and reel types and mechanics while each student has one in hand. Teach: CASTING TECHNIQUE CASTING DRILLS: Casting Without Targets Target Casting (30')	Review: 3 CASTING TECHNIQUE CASTING DRILLS: Target Practice Teach: KNOT TYING Improved Clinch Knot CASTING GAMES: Select from Group 1.	EXAM: Equipment and Casting Technique 4 Review: KNOT TYING Improved Clinch Knot CASTING GAMES: Group 1 or 2	Film: On Angling Techniques (Select from RESOURCES.) 5 Discuss: ANGLING TECHNIQUES (Omit 2c-f until later)
Review: KNOT TYING 6 Improved Clinch Knot Teach: KNOT TYING Blood Knot Skill Test: *1st reel type (See Target Casting in CASTING DRILLS.)	Review: KNOT TYING 7 Blood Knot Introduction to: *2nd Reel Type FAMILIARIZATION WITH ROD AND REEL CASTING TECHNIQUE CASTING DRILLS: Release and Control Casting Without Targets Target Casting	Discuss: HOW TO PLAY AND LAND A FISH 8 CASTING GAME: Jaws Teach: USE OF FISHING ACCESSORIES KNOT TYING Nail Knot	Discuss: 9 ANGLING TECHNIQUES (2c-f) Where to find fish in a stream and lake; use of topo map. Review: KNOT TYING Nail Knot CASTING GAMES: Select several from Group 1 or 2.	Guest Speaker and/or Film: 10 1. Care of equipment 2. Angling techniques 3. Making lures and flies 4. Other
Discuss: 11 ARTIFICIAL LURES Practice: Casting and working different lures in swimming pool	CASTING GAMES: 12 Group 2 Skill Test: *2nd reel type (See Target Casting in CASTING DRILLS.)	Introduction to: 13 *3rd reel type OR Demonstrate/Discuss: Fly Casting Fly Fishing Techniques Fly Fishing Equipment	EXAM: Casting and Angling 14 Skill Test Make-Up: CASTING GAMES: Group 2 competition	Site: Lake or Stream 15 Activities: Actually fish OR cast from a variety of situations at targets in the water How to hook and use live bait CLEANING, FILLETING, AND SKINNING A FISH

*If only one reel type is available the unit could probably be shortened OR games could be interspersed with more in-depth study of local fishing possibilities.

TOPICAL PLANNING GUIDE

(Listed in order taught)

SKILL	REFERENCE	TEACHING PROCEDURE	ACTIVITIES/FORMATIONS
FAMILIARIZATION WITH ROD AND REEL	<u>Basic Casting</u> <u>From A to Z,</u> pp. 4, 11, 19-20 <u>All About</u> <u>Fishing Rods</u> <u>All About</u> <u>Fishing Reels</u> Masters 1-5	- Show and discuss rod and reel types: - Differences - Type of fishing for which each is best suited - Explain reel controls and basic reel repair. - Demonstrate the mechanics of the reel and how line is released and retrieved.	- Students in formation suitable for viewing. - Students disassemble and reassemble major reel parts. - Practice reel mechanics: - Attaching reel to rod - CASTING DRILL: Line Release and Control
CASTING TECHNIQUE	<u>Basic Casting</u> <u>From A to Z</u> pp. 5-9, 14-16, 22-24 <u>How to Catch</u> <u>Fish in</u> <u>Fresh Water,</u> pp. 6-7 <u>How to Catch</u> <u>Fish in Salt</u> <u>Water, pp.</u> 10-11 Masters 2-5	- Explain and demonstrate: - Grip - Stance - Arm and wrist casting action - Tension adjustment - Feathering - Organize students for casting practice.	- Class in semi-circle formation. - CASTING DRILLS (line formation): - Casting without targets-- to gain proper coordination - Target casting-- - To practice feathering - Place targets at varying distances (can range from 15' to 80', but it is suggested to begin with a range of approximately 25'-40')

TOPICAL PLANNING GUIDE

SKILL	REFERENCE	TEACHING PROCEDURE	ACTIVITIES/FORMATIONS
KNOT TYING Improved Clinch Knot Blood Knot Nail Knot	<u>Basic Casting</u> <u>From A to Z,</u> pp. 37-38 <u>How to Catch</u> <u>Fish in</u> <u>Fresh Water,</u> p. 29 Master 6	1. Demonstrate with small rope to aid visibility. 2. Teacher talks through tying a knot: a. As student helpers demonstrate to small groups b. As student helpers aid students in tying the knot(s)	1. Students in semi-circle facing teacher. 2. Students in small groups: a. Each with one foot of line and a plug as student helper demonstrates b. Student helper then guides the students in the proper tying of the knot(s)
ANGLING TECHNIQUES	<u>How to Catch</u> <u>Fish in Fresh</u> <u>Water, pp.</u> 10-13 Masters 7, 8, 9, 10 <u>Basic Casting</u> <u>From A to Z,</u> pp. 10, 17- 18, 25-26, 36 <u>How to Catch</u> <u>Fish in Salt</u> <u>Water, pp. 7,</u> 24-29	1. Film in classroom on angling techniques 2. Lecture and discussion: a. Types of fish b. Habitat c. Bait d. Fishing ethics and safety e. Stream fishing f. Lake fishing and use of topographical map 3. Display and discuss differences in salt water and fresh water equipment.	1. View film. 2. Discuss film and lecture material. 3. Group reports on where to find fish 4. Students work in groups with lake topo maps to pinpoint possible habitats. 5. Students in formation appropriate for viewing.
HOW TO PLAY AND LAND A FISH	<u>How to Catch</u> <u>Fish in Fresh</u> <u>Water, pp.</u> 8-9	1. Discuss and demonstrate the proper methods of playing and landing a fish. 2. Organize class for practice.	1. Information suitable for viewing. 2. CASTING GAME: Jaws!

TOPICAL PLANNING GUIDE

SKILL	REFERENCE	TEACHING PROCEDURE	ACTIVITIES/FORMATIONS
USE OF FISH- ING ACCES- SORIES	All About Fishing Ac- cessories Master 12	Exhibit and discuss various available accessories.	Students demonstrate the use of different accessories.
ARTIFICIAL LURES	All About Fishing Lures How to Catch Fish in Fresh Water, pp. 14-27 How to Catch Fish in Salt Water, pp. 10-11, 14, 17, 23 Master 11	1. Display and discuss various types of lures. 2. Demonstrate a variety of lure actions in swimming pool. 3. Point out that different retrieval rates produce different actions. 4. Construction of lures, perhaps as a rainy day activity in the classroom.	1. Students in formation suitable for viewing. 2. Cast in swimming pool or other clear water to observe and practice lure action. 3. Practice with a variety of lures. 4. Slabs and worms can be poured and painted, and flies can be tied.
CLEANING, FILLETING, AND SKINNING A FISH	Masters 13, 14, 15 and REFERENCE INFORMATION FOR MASTERS	1. Demonstrate and discuss procedures. 2. Obtain fish and organize class for practice. 3. Plan a culminating activity that involves catching fish, preparing the fish, and cooking the fish.	1. Students in formation suitable for viewing. 2. Students in groups cleaning, filleting, or skinning a fish. 3. If possible, all classes could meet together for a fish fry at the end of the unit.

TEACHING HINTS

ARTIFICIAL LURE ACTION PRACTICE

Area: Swimming pool or other CLEAR water

Procedure:

Students cast lures* into pool and practice various retrieval techniques:

1. Swimming--Reeling the lure in with a slow and steady motion.
2. Jigging--Jerking the lure upward by quickly raising the rod tip and reeling in some line, then letting it fall back again.
3. Bottom Bumping or Bouncing--A type of jigging in which the line or sinker is allowed to bump the bottom and raise a puff of sand or mud. This works well with natural baits as well as artificial lures. The commotion tends to stir fish to strike.

CLASS DISCUSSION AND LECTURES

Area: Classroom or out-of-doors

Method Variations for Lecture and/or Discussion Material:

1. Question-and-answer session after films
2. Teacher lecture, using displayed equipment, transparencies, or demonstrations
3. Individual student oral reports from information provided by teacher or library assignment
4. Group reports, symposiums, or discussions on information such as types of fish, habitat, fishing safety and ethics, where to locate fish, etc. If the teacher provides the group with the information on the various topics, a contest could be held to determine which group reports its information most thoroughly and interestingly.

*Plastic worms are one type of artificial lure that may be used.

AT LAKE OR STREAM

Procedure:

1. Many of the same drills and games may be played with the variation of casting from various situations (such as sitting or standing on a pier, dock, under or beside a tree, or in a boat) at targets that have been placed in the water.
2. If the area permits, the students could actually fish rather than play casting games.
3. Have the students bring a variety of live bait. Demonstrate how to bait-hook the different types of bait, and allow them an opportunity to practice. Hooking plastic worms may also be included if it was not covered in the section on artificial lures.
4. Whether fish are caught or brought, practice in the art of cleaning, skinning, and filleting may be included. (See Transparencies #8, 9 and 10.)

ADDITIONAL UNIT POSSIBILITIES

Fly Fishing

Fly fishing is a favorite of many sportsmen and, although the equipment may not be available for including the actual casting practice, the students can be introduced to many aspects of the sport. Fly tying may be included in the artificial lure section as well as a demonstration of how the rod and reel differs from a spin-cast, bait cast, and spinning rod and reel. However, there is a good possibility that enough students could bring a fly rod from home to introduce the class to the art of fly casting.

Surf Fishing

If your location is near a coast, different points of surf fishing can be included. Much of the equipment for salt water fishing, such as rods, reels, line, sinkers, and baits, differs from that for fresh water. Surf casting has a few different points that can be discussed and/or practiced if a few surf rods are available.

Lure Craft and Rod Craft

Quite a bit of time can be spent on making artificial lures. Lead can be melted, poured into molds, painted, and skirted to make deep running lures, plugs, or jigs. Plastic worms can be molded, and flies can be tied for fly fishing. Lure making is an enjoyable and creative way to be involved in the sport of fishing even when not on the water. Rod wrapping is also enjoyed by many fishermen and is a possible class activity.

SKILL TEST SCORE SHEET

[illegible]

CASTING DRILLS

LINE RELEASE AND CONTROL

Area: Playground, gymnasium, hard-surfaced area.



Procedure:

1. Students hold rods with tips waist high to head high.
2. Practice releasing the line and allowing the plug to fall to the ground.
3. Repeat this several times with various reel types to help ensure one's understanding of the reel's mechanics.
4. Practice stopping the plug before it reaches the ground.
5. All of the above is done without casting.

Key: X = Students
T = Teacher

CASTING WITHOUT TARGETS

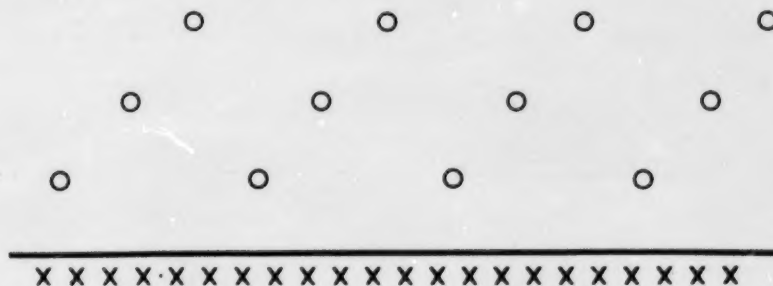
Area: Playground, gymnasium, hard-surfaced area.

Procedure:

1. Students should be in a formation that provides enough room on all sides for unimpaired rod action while casting.
2. By not aiming at a target students are able to concentrate on the mechanics and coordination of proper casting techniques.
3. Once the correct form has been learned, targets should be provided to help develop accuracy.

TARGET CASTING

Area: gymnasium, playground, parking lot, etc.



Procedure:

1. Students cast at targets of varying distance, depending upon age of students and the size of the area.
2. Concentric circles may be drawn around targets to provide a bull's-eye effect.

(continued on page 3)

Key: O = Targets
X = Students

TARGET CASTING (continued)

3. Correct arm and wrist action is emphasized along with the importance of "feathering" or "braking" the line in order to gain accuracy.

Variations:

Targets may be laced at different positions and distances and the students required to hit the target where they begin before progressing to the next target.



X X X X X X X X X X X X X X X X X X X X X X X X

Skill Test Information:

1. With the use of two concentric circles around the targets, points can be assigned to each circle and grading set up according to the number of points accumulated.


$$\frac{25'}{X}$$
$$\frac{40'}{X}$$
$$\frac{55'}{X}$$

(continued on page 4)

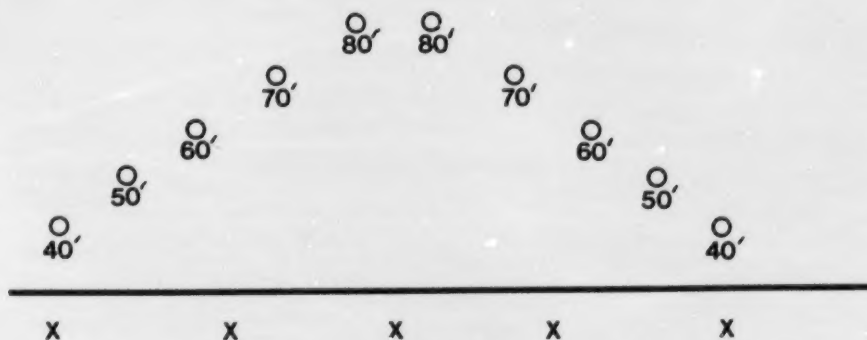
Key: 0 = Targets
 X = Students

TARGET CASTING (continued)

2. The student can be given three casts at each target. The highest score of the three casts is recorded for each target. Therefore, nine points is the highest possible score for each skill test after having cast at all three targets.

AMERICAN CASTING ASSOCIATION TOURNAMENT ROUND

Area: Playground, hard-surfaced area, etc.



Procedure:

1. The student chooses one type of rod and reel.
2. One cast is made at each of 10 targets at varying distances of 40' to 80'.
3. Scoring is based on 100 possible points, or 10 points for each cast that hits the target.
4. For each full or partial foot that a cast misses a target, one point is subtracted.

(continued on page 5)

Key: O = Targets
X = Students

AMERICAN CASTING ASSOCIATION TOURNAMENT ROUND
(continued)

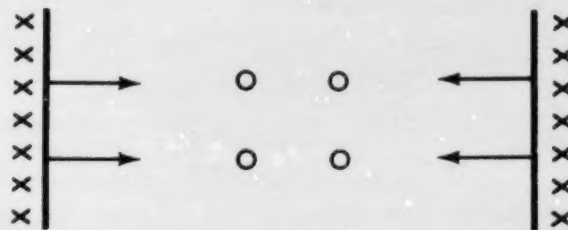
5. Any person who finishes the round with a score of 85 or better is eligible for an American Casting Association Certificate. (ACA, P. O. Box 158, Jackson, Kentucky 41339, Phone: 1-606-666-5121--attention Bill Burke.)

CASTING GAMES

Group 1

PLUG BOMBARDMENT

Area:



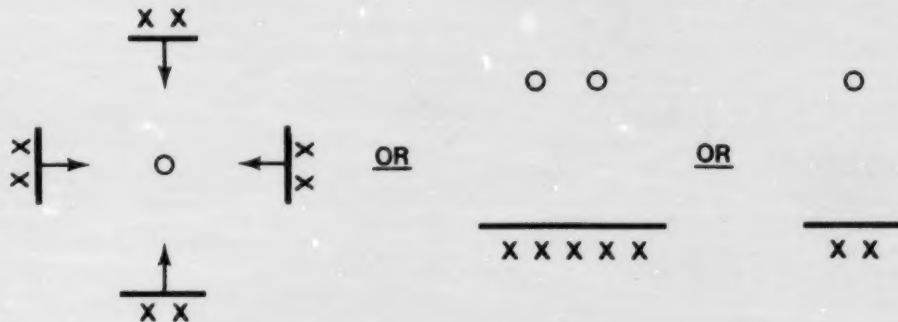
Procedure:

1. Divide class into teams of two or more.
2. Teams compete for a predetermined time (2 to 5 minutes).
3. All team members cast as many times as possible within the allotted time.
4. One point is scored each time a team member hits a target.
5. If there are more than two teams, have a round-robin tournament.

Key: X = Students
O = Targets

CATFISH

Area:



Procedure:

1. Divide class into groups or pairs.
2. Casting begins on signal.
3. Each time a student hits the target, he gets a letter of the word Catfish.
4. Object--to be the first to spell Catfish. (Naturally, another name may be used.)

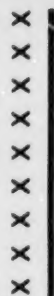
Key:

X = Students

O = Targets

CROSSING THE CREEK

Area:



(NO TARGET)

Procedure:

1. Group students by rod types.
2. Compete for longest cast.
3. May be repeated several times.

FISH

Area:



Procedure:

X X X X X X X X X X X X X X X X X

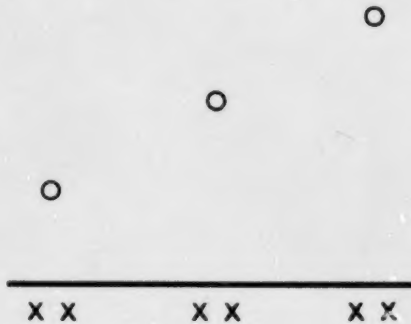
1. Divide class into groups or pairs.
2. Students cast alternately with their partners at one target.
3. The first to miss on an equal number of casts get the letter F.
4. The pair then moves to another target of a different distance and follows the same procedure. The first to miss on an equal number of casts then gets either an F, or an I if they already have an F.
5. Object--to not be the first to spell fish.

Key: X = Students
O = Targets

GROUP 2

CHALLENGE

Area:



Procedure:

1. Competition between two students.
2. Each student casts a minimum of five times at each of three targets of different distances.
3. The student having the greatest number of hits out of five casts (per target) wins that target. With each target won, the student accumulates one point.
4. The winner of one challenge is the student who wins 2 out of 3 or 3 out of 3 targets.

Skill Test Information:

1. A specific number of challenges may be predetermined by the teacher, such as with five different individuals.
2. An example of grading based on total points for five challenges is:

7 + points = A
4-6 points = B

1-3 points = C
0 points = D

Key: X = Students
O = Targets

OBSTACLE COURSE

An obstacle course may be set up with several different situations, and the number of stations is limited only by the teacher's imagination.

Area: Playground, gymnasium, hard-surfaced area, etc.

Possible Stations:

1. Hole in the weeds--Casting into a bucket or washtub.
2. Under a pier--Side casting under an obstacle set up to represent a pier.
3. Tree overhang--Casting into an area with only a five-foot clearance to represent casting to a spot underneath a low-hanging tree.
4. Stumps--Casting past two markers which are approximately three feet apart and reeling the plug back so that it passes between the "stumps."
5. Bounce--Casting at a large rock, barrel, etc., and attempting to bounce the plug off the side.
6. Boat cast or sitting cast--Casting at a target from a sitting position.

Procedure:

1. Distances for the various targets should be set according to the difficulty of the various situations.
2. Students are timed at each station for 60 seconds.
3. One point is scored each time the target is hit.

Skill Test Information

A "par" or score at which to aim should be set for each station, and grading may be adjusted accordingly.

JAWS

Area: Playground or hard-surfaced area other than a gymnasium.



X X X X X X X X X X X X

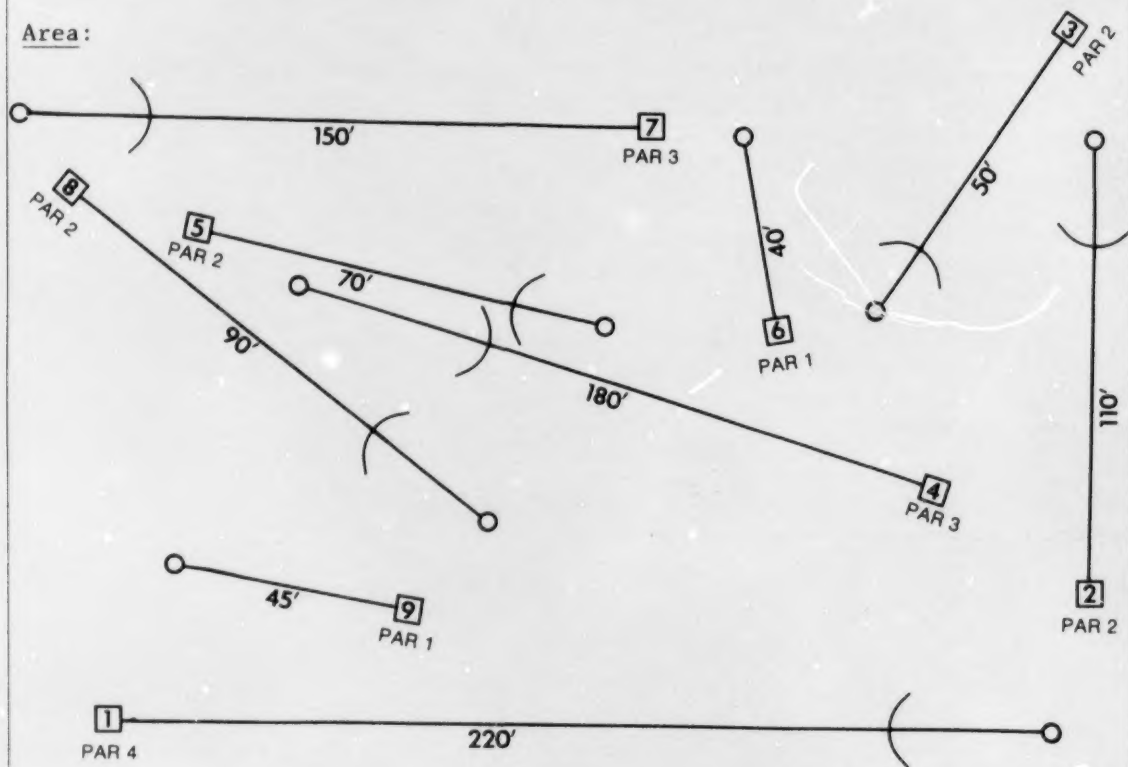
Procedure:

1. The "Jaws" are made by enclosing a weight of some sort (approximately 2 to 2½ pounds) in a large mesh bag.
2. Treble hooks, which have been blunted, are used along with a weight.
3. The object is to cast at the bag, hook the bag, and practice reeling it in without allowing any slack in the line. The correct procedure is to raise the rod tip while drawing the weighted bag closer; reel in the excess line as the rod tip is lowered; and repeat the procedure until the bag is within arm's reach.
4. The bag is then unhooked and returned to its place.

Key: X = Students

PLUGGOLF

Area:



Procedure:

1. Pluggolf is "golf" played with rubber practice plugs instead of golf clubs and balls.
2. The course may be either a 9- or 18-target course, with "greens" equipped with cone-shaped metal targets, garbage can lids, galvanized washtubs, or plywood discs.
3. Any number of persons may play, but the game is best suited to the usual twosome, threesome, and foursome.
4. The first cast at each target is made from its "tee box."
5. Each successive cast is made from the point where the plug hit previously unless it hit within 40 feet of the target, which is the "green" area.

(continued on page 8)

PLUGOLF (continued)

6. If a cast falls within the "green" area, the next cast must be made from a point no closer than 40 feet from the target.
7. The greens are denoted by a mark 40 feet out from each target.
8. The student continues to cast from the boundary of the "green" until he/she hits the target (up to nine casts).

Skill Test Information:

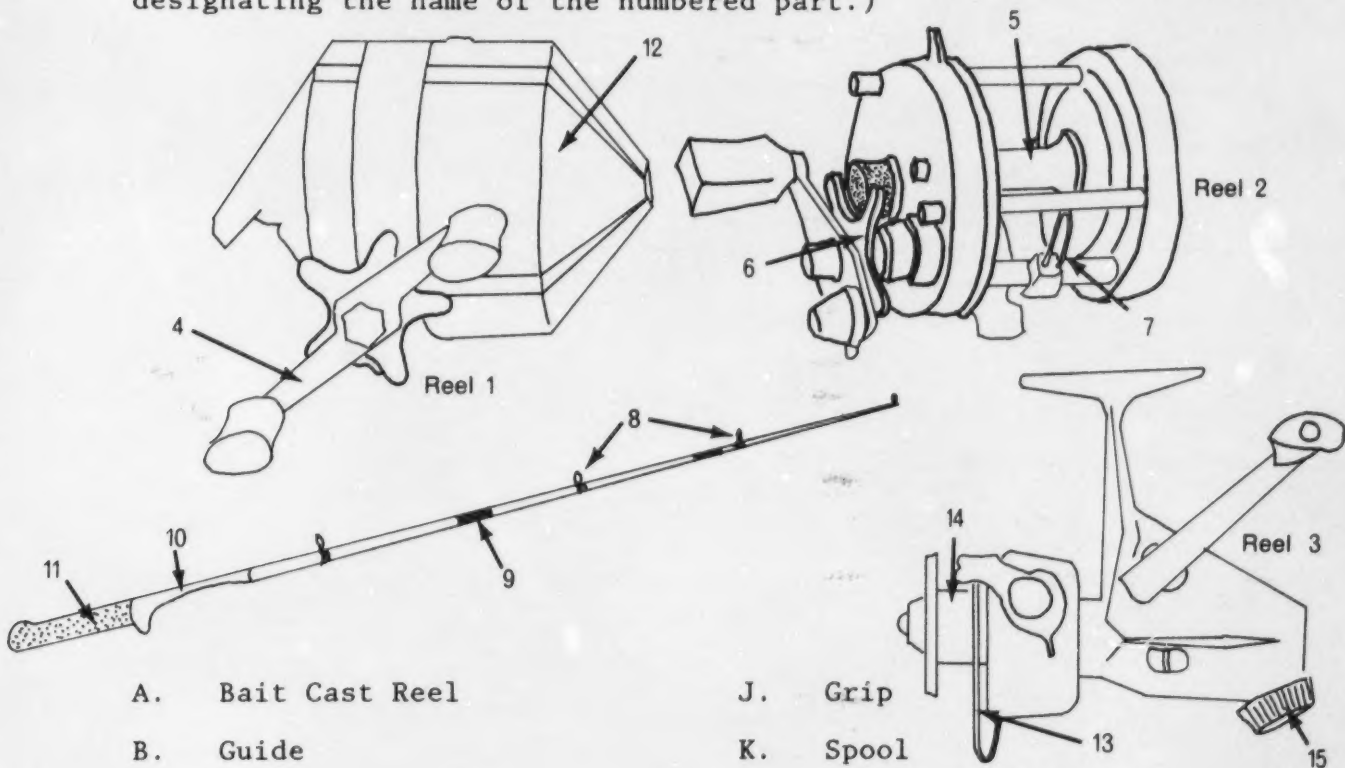
1. Grading may be set up on the basis of the student's score on the plugolf course.
2. The strictness of the grading may be determined by either setting the pars for each target high or low or adjusting the final score necessary for an A, B, C or D.

EXAM I

EQUIPMENT AND CASTING TECHNIQUE

MATCHING

(Number paper from 1 to 15. Beside each number write the letter designating the name of the numbered part.)



- A. Bait Cast Reel
- B. Guide
- C. Spinning Reel
- D. Reel Seat
- E. Spin-Cast Reel
- F. Crank
- G. Ferrule
- H. Bail
- I. Level-Wind

- J. Grip
- K. Spool
- L. Footplate
- M. Free Spool Button
- N. Anti-Reverse Lever
- O. Nose Cone
- P. Tension Control
- Q. Rod Tip
- R. Drag

EXAM I
EQUIPMENT AND CASTING TECHNIQUE

MULTIPLE CHOICE

Circle the correct answer.

16. For an overhand cast, the action should come from the
- A. Elbow and shoulder
 - B. Wrist and elbow
 - C. Wrist and shoulder
 - D. A transfer of body weight
17. If you are standing at the center of an imaginary clock, overhead being 12 o'clock, straight ahead 9 o'clock, and straight behind 3 o'clock, at what point on the clock should you release the lure?
- A. 9 o'clock
 - B. 2 o'clock
 - C. 1 o'clock
 - D. 11 o'clock
18. If you are standing at the center of an imaginary clock, overhead being 12 o'clock, straight ahead 9 o'clock, and straight behind 3 o'clock, at what point on the clock should the rod be stopped on the "backswing" prior to the cast for the spin-casting reel?
- A. 10 o'clock
 - B. 3 o'clock
 - C. 1 o'clock
 - D. 11 o'clock
19. "Feathering" your line means to
- A. Gently brake or slow the line
 - B. Wind the line in a level even manner onto the reel
 - C. Put tension on the line as you reel it in
 - D. Untangle a backlash
20. What are the two most important components in preventing backlash?
- A. Rod action and line weight
 - B. Line tension setting and drag setting
 - C. Thumb pressure and feathering
 - D. Line tension setting and thumb pressure

EXAM II

CASTING AND ANGLING

True-False

- ___ 1. Angling is the art or skill of fishing with a hook and line, usually on a rod.
- ___ 2. The improved clinch knot is used to tie two pieces of line together.
- ___ 3. A courteous fisherman does not allow the wake of his boat to disrupt the water of another fisherman.
- ___ 4. An important aid to a lake fisherman is a map that shows the features of the lake bottom.
- ___ 5. When lake fishing, you can usually be assured of getting a strike in the open waters out in the middle of the lake.
- ___ 6. A catfish should be scaled when you clean it.
- ___ 7. Ferrules are used in joining sections of the rod together.
- ___ 8. Action is the first consideration in selection of a rod.
- ___ 9. Line often snaps because the drag is set too loose.
- ___ 10. A long flexible rod has a more sensitive "feel" while fishing.

Multiple Choice

- ___ 11. Which type of reel will allow you to change spools of line without having to remove the line from the spool? (A) Spin-cast; (B) Spinning; (C) Bait cast.
- ___ 12. One of the most important things to remember when playing a fish is: (A) have a tight drag setting; (B) keep slack out of the line; (C) point the rod tip at the fish.
- ___ 13. A bass will usually strike a worm when: (A) it is sinking; (B) it is rising in the water; (C) it looks as though it's swimming straight.
- ___ 14. The lines on a map that show the variation in elevation of the lake bottom are called: (A) declination lines; (B) contour lines; (C) elevation lines.
- ___ 15. When the lines named above are extremely close together it means that the grade is: (A) sloped slightly; (B) steep; (C) level.
- ___ 16. One of the most common injuries received while fishing is: (A) from being hooked by another angler; (B) from being bitten by a fish; (C) from falling out of the boat.
- ___ 17. In a flowing stream, fish usually feed facing: (A) downstream; (B) upstream; (C) either direction.
- ___ 18. An excellent knot for attaching lures or swivels to monofilament line is: (A) blood knot; (B) nail knot; (C) clinch knot.
- ___ 19. The spin-casting reel is often described as: (A) an open-face reel; (B) a closed-faced reel; (C) neither of the above.
- ___ 20. Soft plastic lures are used with: (A) spinning tackle; (B) casting tackle; (C) both of the above.

REFERENCE INFORMATION FOR TRANSPARENCIES AND HANDOUTS

MASTER 1 -- TWO-PIECE ROD

Fig. 1 -- Tip Section
Fig. 2 -- Butt Section

Refer to: 1. All About Fishing Rods
2. Basic Casting From A to Z, pp. 5,
12, 20, 28
3. How to Catch Fish in Fresh Water
p. 3

MASTER 2 -- SPIN-CASTING REEL

Fig. 1 -- Reel
Fig. 2 -- Grip

Refer to: 1. All About Fishing Reels, pp. 8-9
2. Basic Casting From A to Z, pp. 4-9
3. How to Catch Fish in Fresh Water, p. 5

MASTER 3 -- BAIT-CASTING REEL

Fig. 1 -- Reel
Fig. 2 -- Grip

Refer to: 1. All About Fishing Reels, pp. 4-5
2. Basic Casting From A to Z, pp. 19-24
3. How to Catch Fish in Fresh Water, p. 4

MASTER 4 -- SPINNING REEL

Fig. 1 -- Reel
Fig. 2 -- Grip

Refer to: 1. All About Fishing Reels, pp. 11-16
2. Basic Casting From A to Z, pp. 11-16
3. How to Catch Fish in Fresh Water, p. 4

MASTER 5 -- FLY-CASTING REEL

Fig. 1 -- Reel

Fig. 2 -- Grip

Refer to: 1. All About Fishing Reels, pp. 10-11
2. Basic Casting From A to Z, pp. 27-35
3. How to Catch Fish in Fresh Water, p. 5

MASTER 6 -- MORPHOLOGY OF A FISH

Refer to: Basic Casting From A to Z, pp. 10, 17-18,
25-26, 36, 39

MASTER 7 -- TOPOGRAPHIC MAP SHOWING UNDERWATER
CONTOURS

Refer to: A good map and compass or orienteering
book

MASTER 8 -- CLEANING A FISH

- Fig. 1 -- Step 1: Scrape forward to remove scales.
Fig. 2 -- Step 2: Make a cut on each side of the fish just
behind the gill plates from bottom to top of gills.
Step 3: Place knife point in vent and cut just
through skin from vent to gills.
Step 4: Place finger in gill and pull to the rear
of fish, and all will be removed in one piece.
Step 5: Run your thumbnail along the backbone
to scrape out blood.
Fig. 3 -- Step 6: Wash the fish, remove fins, and cut off
tail if desired. Fish is ready to cook.

MASTER 9 -- FILLETING A FISH

- Filleting is easiest to do with a fish more than 12
inches long. Follow steps outlined in Figures 1
and 2 in Transparency 8 to prepare the fish.
Fig. 1 -- Step 1: Start knife beside backbone and hold it
flat as fillet is cut off.
Step 2: Turn fish over and cut fillet from other
side. Fins stay on backbone, leaving two boneless
fillets.
Fig. 2 -- Step 3: To skin, lay fillet skin side down on flat
surface and start fillet knife under skin at tail end.
Hold skin with fingers as it is cut from fillet.
Fig. 3 -- Step 4: To remove few remaining bones, cut off
rib cage.

MASTER 10 --

SKINNING AND CLEANING A CATFISH

Step 1: Catfish can be dipped in hot water for a few seconds to loosen the skin.

Step 2: Cut through the skin all the way around the head.

Fig. 1 -- Step 3: Pull skin back with pliers. Head can be nailed to a board or held with another pair of pliers as the skin is pulled off.

Fig. 2 -- Step 4: Cut through the backbone behind the dorsal fin on an angle toward the head.

Fig. 3 -- Step 5: Break the head downward from the body, thus removing head and entrails at the same time.

MASTER 11 --

KNOTS

Fig. 1 -- Improved Clinch Knot

Refer to: 1. All About Fishing Lines, pp. 12-13
 2. Basic Casting From A to Z, p. 37
 3. How to Catch Fish in Fresh Water, p. 29

Fig. 2 -- Blood Knot

Refer to: 1. All About Fishing Lines, pp. 12-13
 2. Basic Casting From A to Z, p. 37
 3. How to Catch Fish in Fresh Water, p. 29

Fig. 3 -- Nail Knot

Refer to: Basic Casting From A to Z, p. 38

MASTER 12 --

STREAM FISHING

Refer to: How to Catch Fish in Fresh Water, pp. 10-11

Fig. 1 -- A boulder in midstream splits current, creating a quiet spot with a turbulent area behind it. Fish can rest in calm spot, feed in cross currents below.

Fig. 2 -- Feeder creeks entering the main stream carry baitfish and other food to hungry game fish. Such spots are excellent in tidal creeks on outgoing tide.

Fig. 3 -- Riffles are stretches of fast, slightly turbulent shallow water, often leading into pools. Fish feed where riffles tumble food into slower water of pools.

Fig. 4 -- Log jams or rocks against one bank may cause an eddy on the downstream side. Eddies hold and concentrate food and provide easy feeding for fish.

Fig. 5 -- One shore is often fairly deep, with brush or trees shading the water. Opposite shore, if ill-defined, shallow, and weedy, makes good feeding grounds.

Fig. 6 -- Fish often concentrate below waterfalls because they can't get past them. Churned water below the falls is rich in oxygen, making fish active.

MASTER 13 -- CROSS SECTION OF A LAKE

Refer to: How to Catch Fish in Fresh Water, pp. 12-13

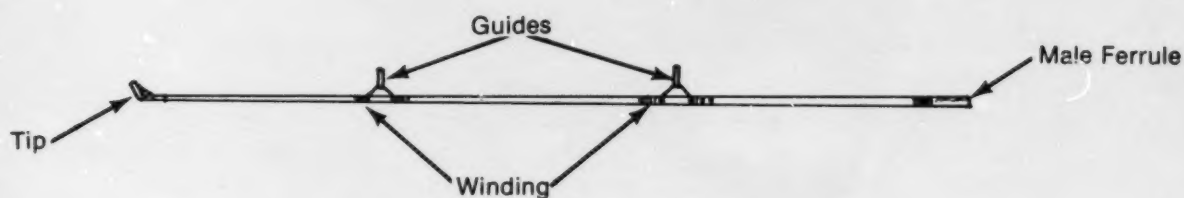
MASTER 14 -- ARTIFICIAL LURES

Refer to: 1. All About Fishing Lures
2. How to Catch Fish in Fresh Water, pp. 14-25

MASTER 15 -- FISHING ACCESSORIES

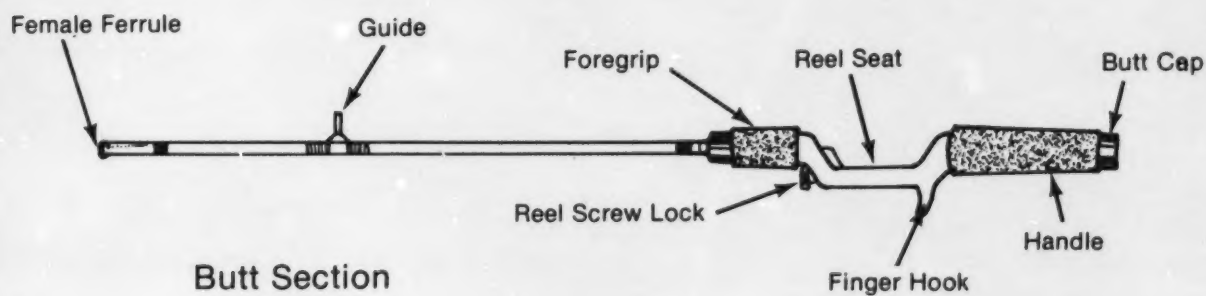
Refer to: 1. All About Fishing Accessories
2. How to Catch Fish in Fresh Water, pp. 30-31
3. How to Catch Fish in Salt Water, pp. 30-31

TWO-PIECE ROD



Tip Section

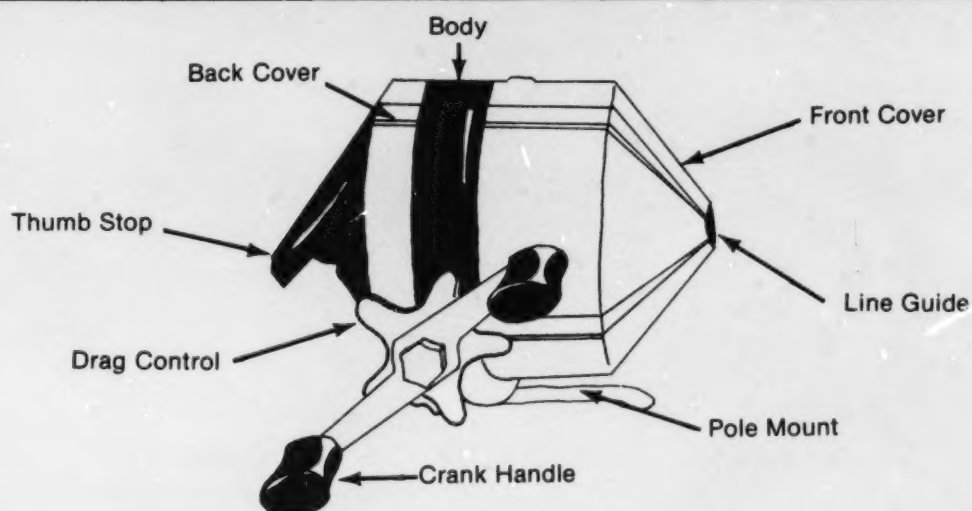
Figure 1



Butt Section

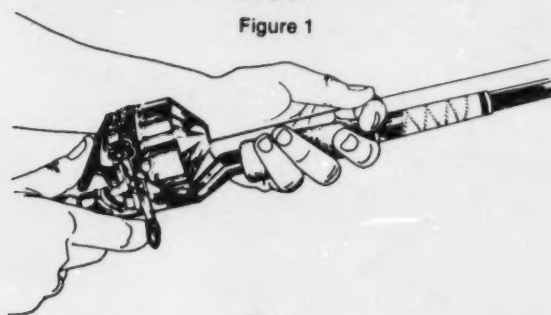
Figure 2

SPIN-CASTING REEL



Reel

Figure 1



Grip

Figure 2

BAIT-CASTING REEL

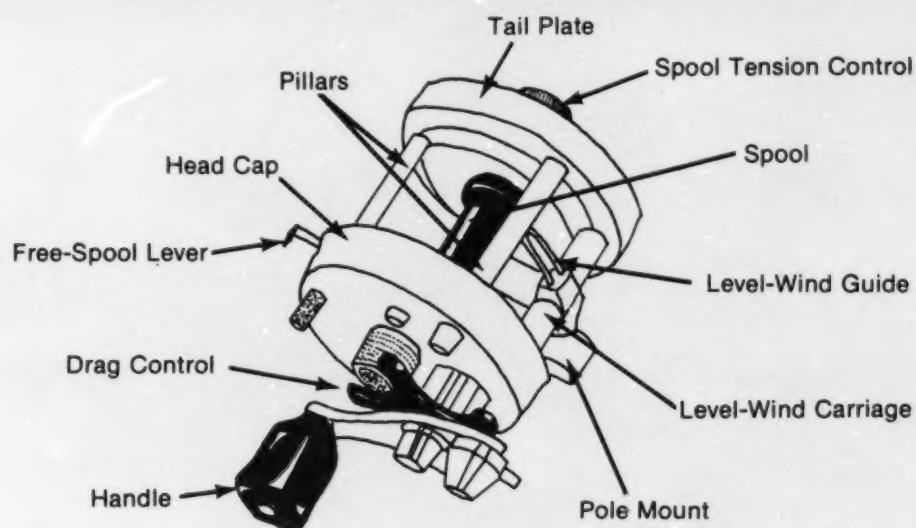


Figure 1 Reel

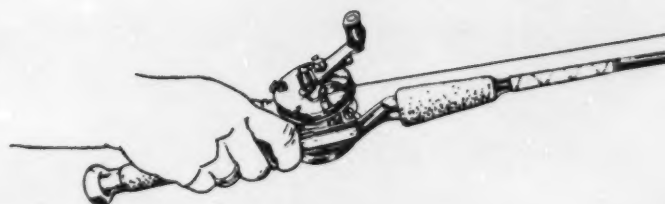


Figure 2 Grip

SPINNING REEL

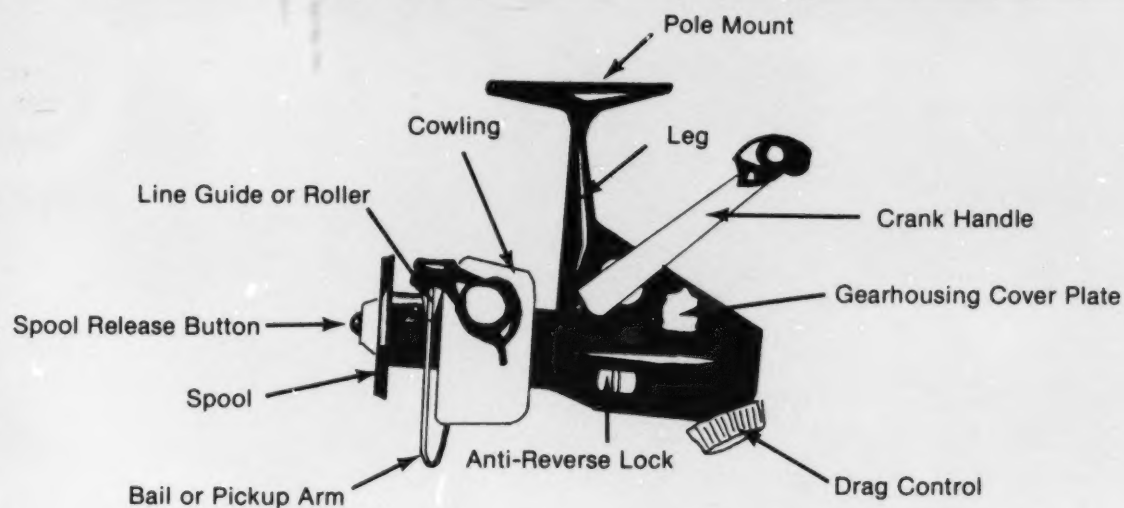


Figure 1 Reel

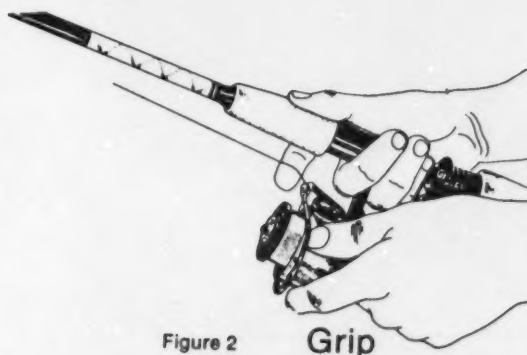


Figure 2 Grip

FLY-CASTING REEL

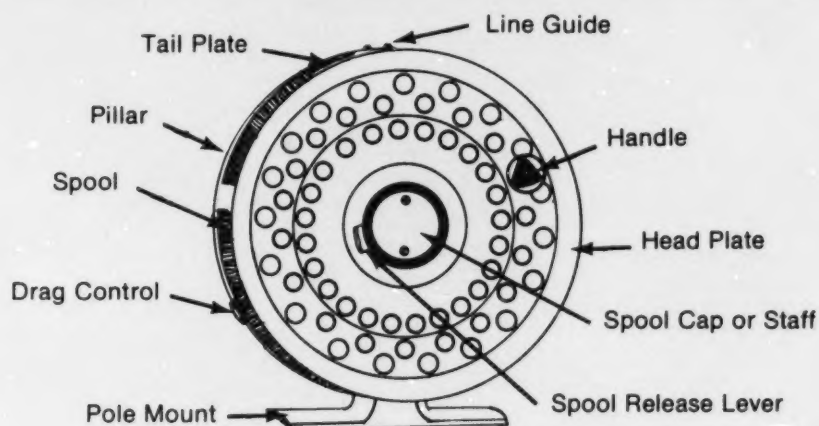


Figure 1 Reel

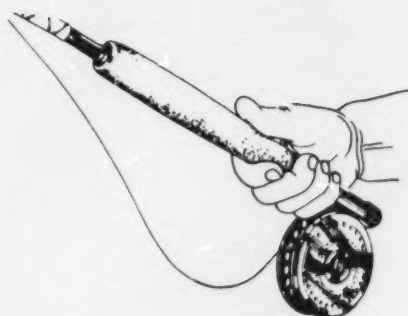
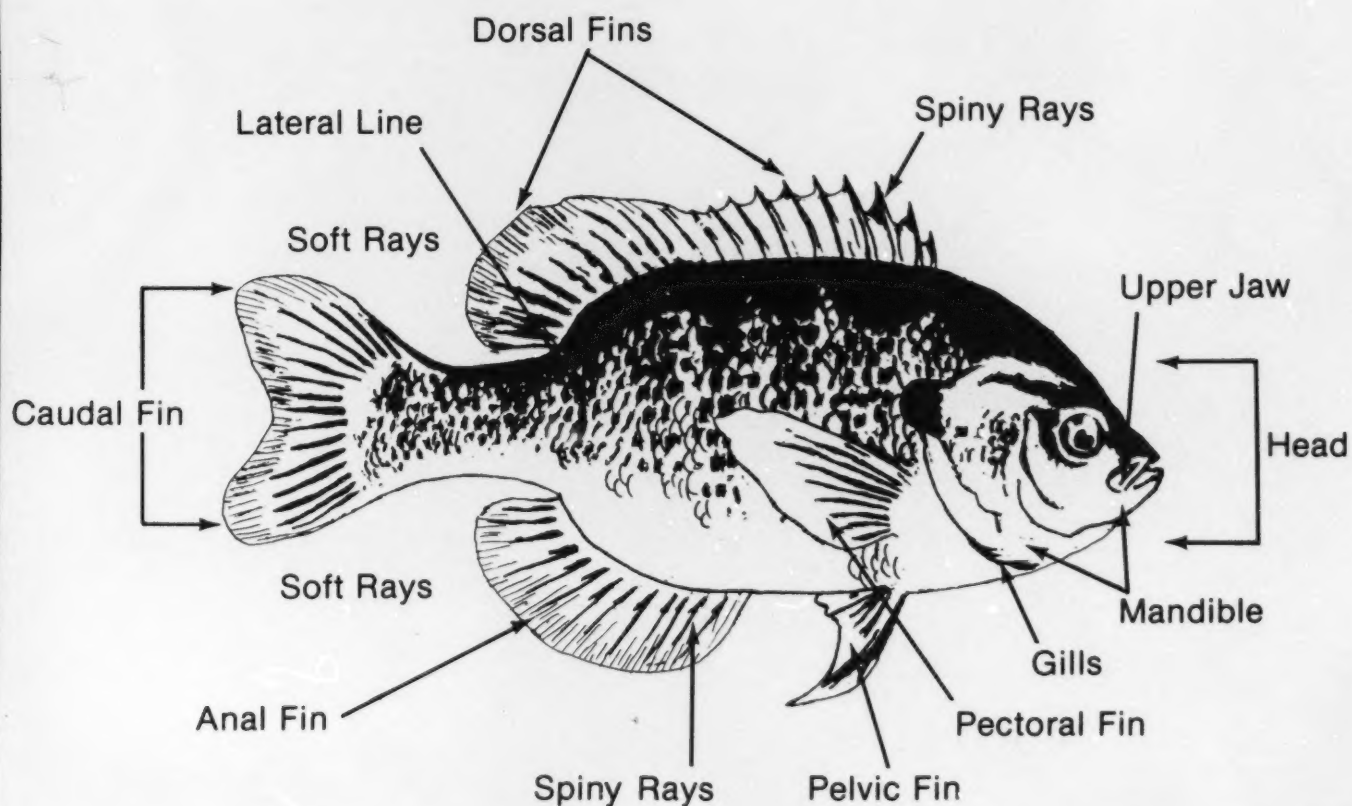


Figure 2 Grip

MORPHOLOGY OF A FISH (Bluegill)



TOPOGRAPHIC MAP

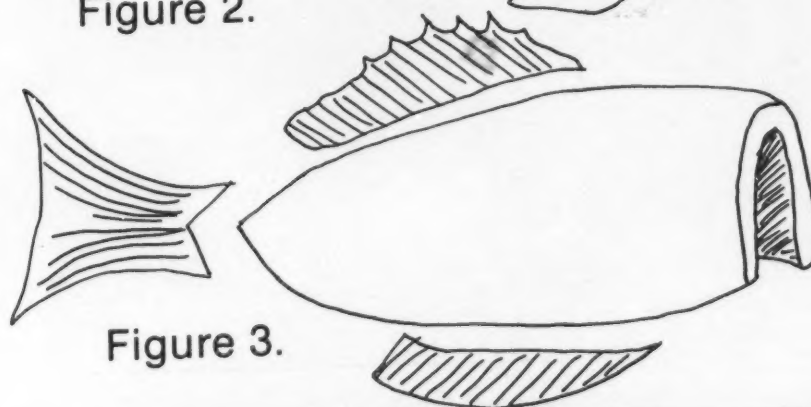
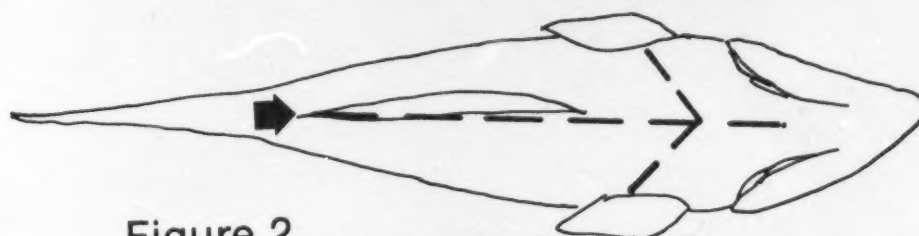
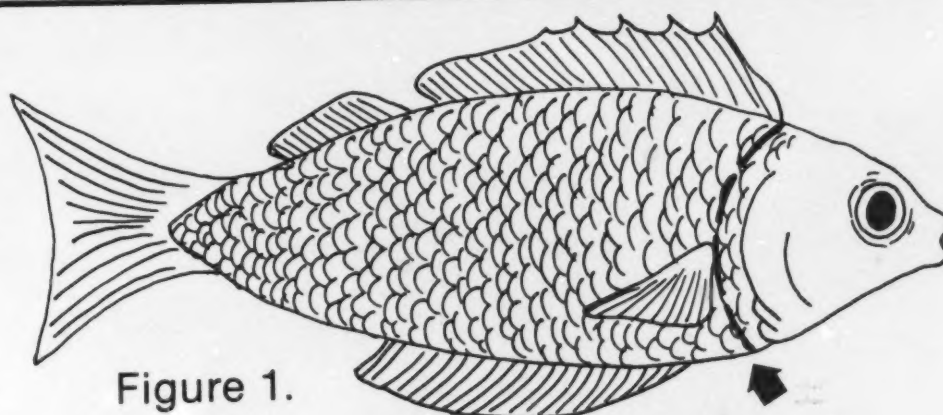
SHOWING UNDERWATER CONTOURS

7



CONTOUR LINES (DEPTHS)
 SUBMERGED ROADBEDS
 SUBMERGED TRAILS
 SUBMERGED RAILROAD TRACKS
 SUBMERGED RIVERS, LAKES AND PONDS ETC.
 INTERMITTENT PONDS
 CREEK BEDS

CLEANING A FISH



FILLETING A FISH

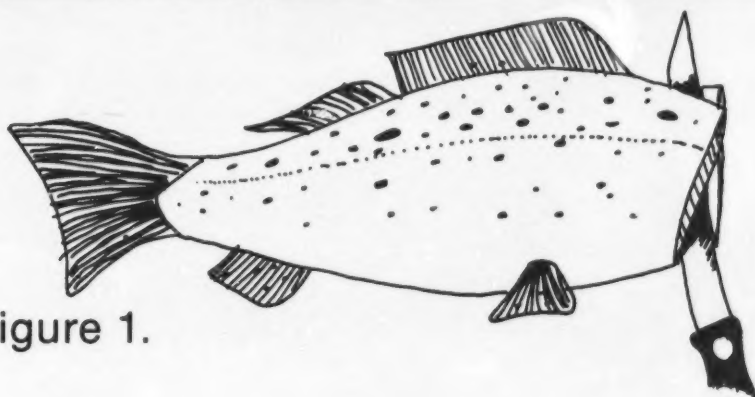


Figure 1.

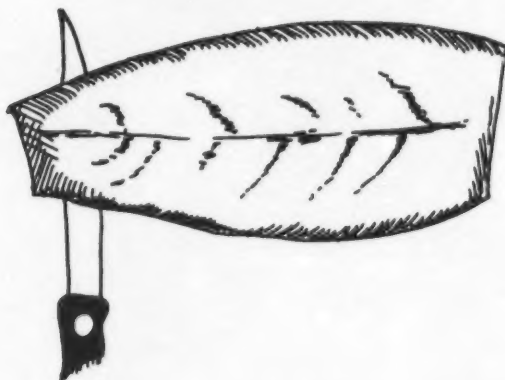


Figure 2.

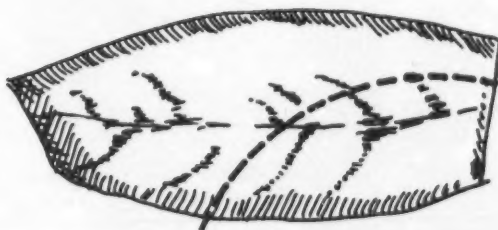


Figure 3.

SKINNING AND CLEANING A CATFISH

10

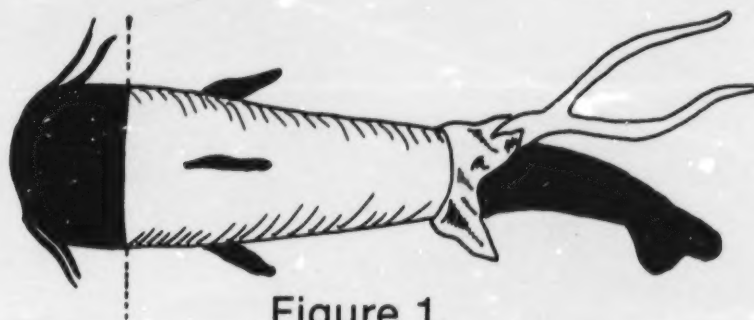


Figure 1.

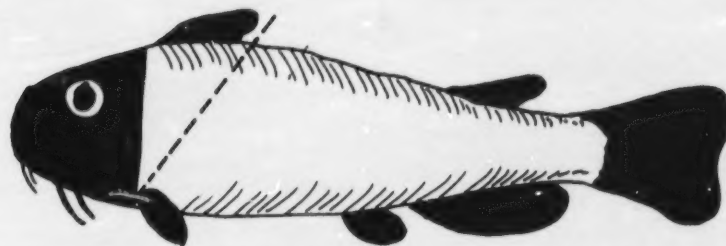


Figure 2.



Figure 3.

KNOTS

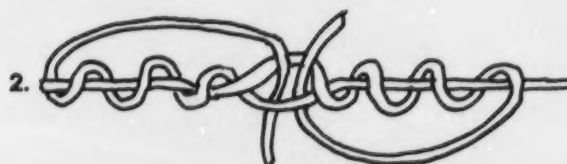


Figure 1.

Figure 2.

Improved Clinch Knot

Blood Knot

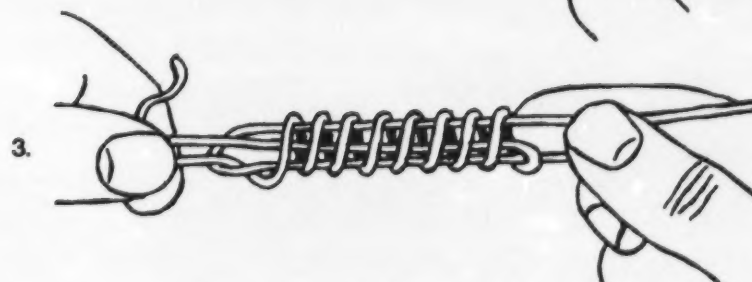
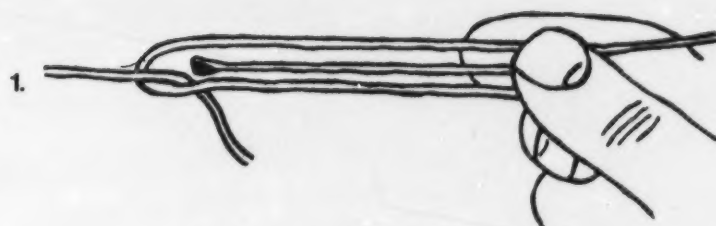


Figure 3. Nail Knot

STREAM FISHING

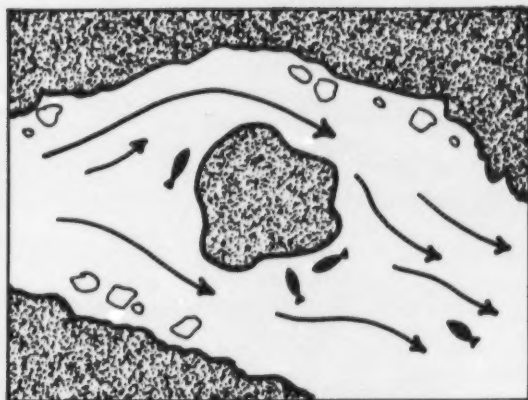


Figure 1.

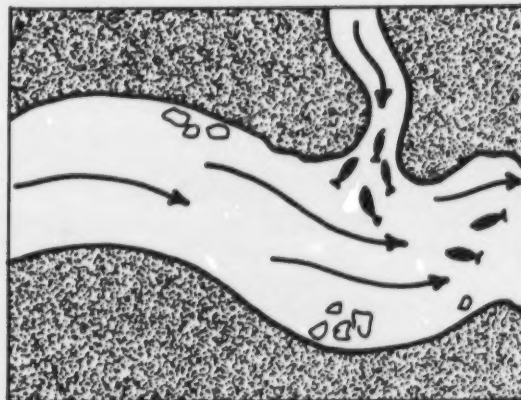


Figure 2.

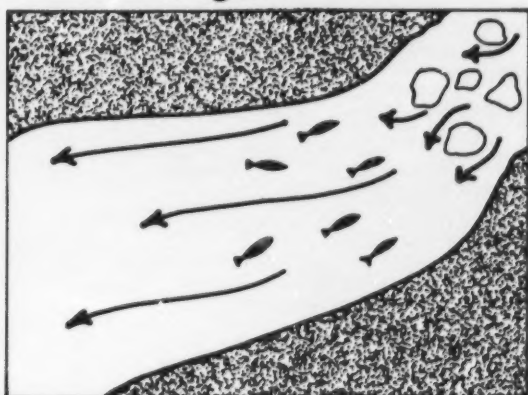


Figure 3.

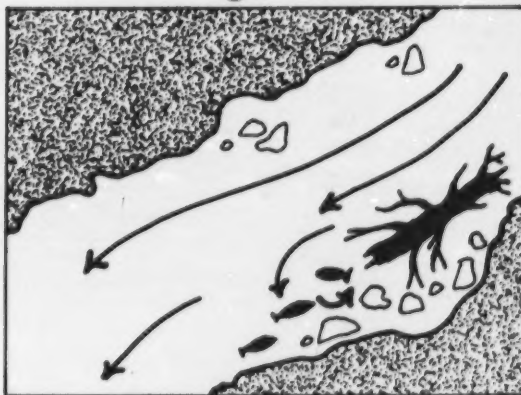


Figure 4.

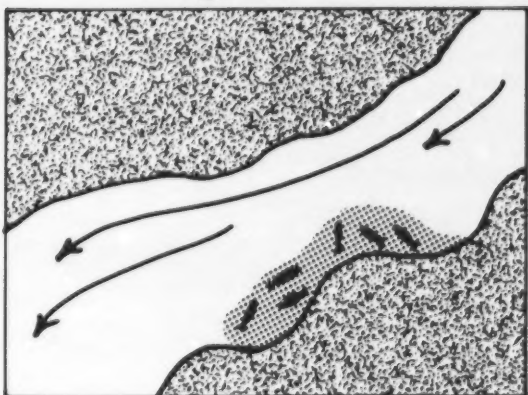


Figure 5.

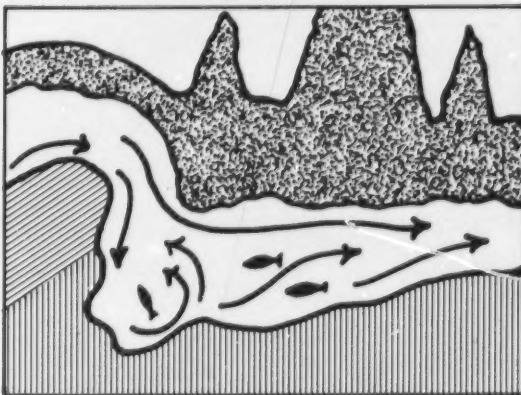


Figure 6.

CROSS SECTION OF A LAKE

13

*Whopper Stopper Fishing Guide and Catalog (24-pages). Whopper Stopper, Inc.,
P.O. Box 1111, Sherman, Texas 75090. Reprinted by permission of the president of Whopper Stopper, Inc., Jodie L. Grigg.



Like people, fish seek comfortable surroundings, and productivity of a particular area will vary with the seasonal water temperature. The general rule is fish shallow in Spring, deep in mid-Summer, shallow in Fall, and deep in Winter.

Hellbender  1 4 5 7 9 10 11 12

Bayou Boogie  1 4 5 6 7 9 10 11 12

Hellcat  1 3 4 5 6 9 10 11

Whirlybird  1 2 3 4 5 6 7 8 9 10 11 12

Dirtybird  1 3 4 5 6 9 10

Hellraiser  1 3 4 5 6 9 10 11

Worm Rigs  1 2 5 6 7 8 10 11 12

1 **Brushy Bank:** Good feeding area.

2 **Submerged Rock Pile:** Holding and feeding area. Rocks usually harbor small forage fish and crayfish.

3 **Weedy Bay:** Good feeding area.

4 **Shallow Submerged Weedy Bar:** Good feeding area. Weeds harbor minnows and small forage fish.

5 **Drop-off:** Game fish forage in shallows, hold on edge of drop-off, dart into deeper water at sign of danger.

6 **Cliffs:** Holding and feeding area. Game fish school on shelves. Minnows, small fish, crayfish inhabit rocks and crevices.

7 **Submerged Island:** Holding area. Possible feeding area, depending on cover and depth.

8 **Creek Bed:** Edges with cover good holding areas during mid-summer and winter months.

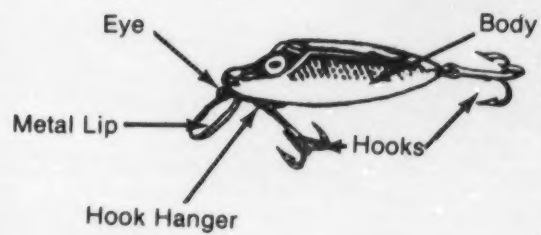
9 **Creek Mouth:** Food washed into lake creates good feeding area.

10 **Sloping Point with Drop-off:** Shallow point good feeding area. Drop-off into deep water good holding area.

11 **Overhanging Bank:** Provides shade. Good holding area.

12 **Stump Patches and Brush Patches:** Provide cover for minnows and small fish. Good feeding and holding areas.

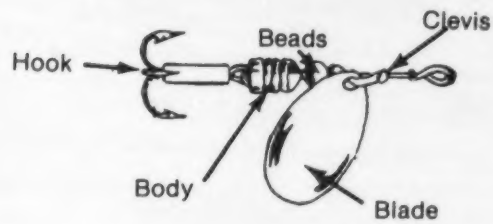
PLUGS



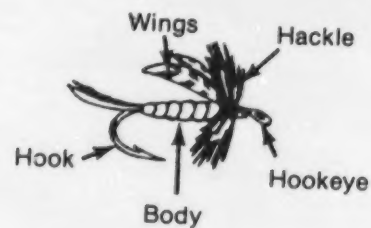
SPOONS



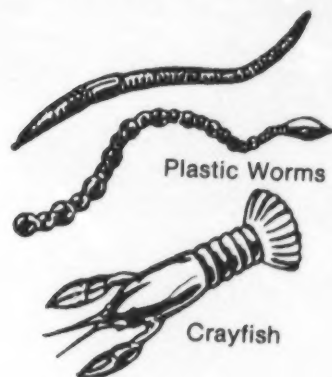
SPINNERS



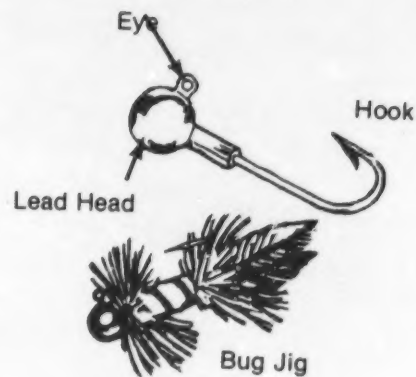
FLIES



SOFT PLASTIC



JIGS



FISHING ACCESSORIES

